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ABSTRACT

A task force discovered that the guidance and counseling program in the Boston Public Schools is designed to be preventive and developmental and that the program is goal-directed to assist students in the development of life skills at each level. However, over the past several years the guidance program has been driven by the budget which has resulted in staff reductions, staff inequities, and the elimination of guidance technology services. In addition, decentralization has created a dichotomy in managing citywide programs. To address these concerns the task force recommends the following to ensure that quality guidance services are provided to all students: (1) ensure coordination of counseling services by redefining the role of guidance counselor; (2) equalize the city-wide guidance counselor caseload; (3) establish staffing guidelines to ensure quality service and equity; (4) revise the method of selecting counselors; (5) expand guidance and counseling to the elementary school; (6) provide adequate counseling services for bilingual students; (7) enhance the role of guidance counselor; (8) provide professional development training; (9) expand the communication effort among counselors and parents; and (10) establish a computerized guidance information program in guidance offices. The appendixes provide information on guidance services in the Boston Public Schools, including charts of guidance counselor caseload and position descriptions. (ABL)

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BOSTON

PUBLIC SCHOOLS

GUIDANCE

ADVANCEMENT

PLAN

CG024584

APRIL, 1992

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I. ACKNOWLEDGEMENTS

This report is the result of input from the following Guidance and Counseling Task Force members who met over the past several months to improve guidance and counseling services in the Boston Public Schools:

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John J. Diggins, Senior Advisor, Guidance & Support Team Services

II. REALITY

- Yolanda, a senior at a Boston Public School is upset because her guidance counselor for the past two years was transferred in February of her senior year to an elementary school. The new counselor assigned does not know he and thus her expectations of college are in jeopardy.

- Jim, a middle school student has returned to school from the Division of Youth Services and was told to set up an appointment with the guidance counselor, who will help him. He notices that there is only one counselor in the school of six hundred students and she is always seeing older students.

- Barbara, is a single parent who works and has three children at the same elementary school. She would like to keep a check on her children's progress at school but there is, as of February 1992 only one school with a guidance counselor who could perform this service.

- Joe, a student at a Boston Public high school, read a twenty page printout of his friend's career plans. His friend goes to Cambridge Ringe and Latin School and obtained the report through his guidance counselor who has a computerized guidance service. Joe went to his BPS counselor and found that funding for a similar service was cut from all BPS high schools this school year.

- Patricia, a high school student is seen by four different support people at her school and each one has something different to tell her. There does not seem to be anyone in charge of these services.

- Everett, a middle school student, realizes that he has a temper and gets upset very easily. He has seen all of his friends getting involved with violent behavior which has in some cases resulted in police action. He wants to talk to someone about this problem.

- Bob, a very popular student at school, comes home to a house of drugs and alcoholism. What is he to do? The diverse world in which he lives makes him upset about his role in life.

- Steven, a junior at a Boston Public School saw the need to carry a weapon to school to ensure his safety. His carrying of a weapon was detected and he was sent to the Barron Center for counseling. Next week he must return to his former school. Who should he talk with concerning his return?

- Shelley was abused as a youngster, she is now in the eleventh grade and still has haunting memories of this experience. She wants to talk to someone beside her parents concerning this problem.

- A survey of a BPS elementary school revealed the shocking result that many students were concerned that they would die of AIDS because they know family members who have recently died of the disease.

- HOW CAN I GET TO COLLEGE AND PAY THE TUITION, WHEN I KNOW THAT THE ONE PERSON WHO CAN HELP ME, <u>THE GUIDANCE COUNSELOR</u>, IS INVOLVED WITH ALL OF THE ABOVE PROBLEMS????

III. EXECUTIVE SUMMARY

All aspiring guidance counselors in their university preparation have been exposed to the founder of the guidance movement in the United States, namely, Frank Parsons. What is not well known is that this movement under Mr. Parson's direction originated in the Boston Public Schools in 1907. From 1907 through 1966 (See Appendix A), Boston was the forefront in the guidance movement and in 1966 established an unheard of ratio of 400 to 1 counselor to counselee ratio in all middle and high schools. However, since 1966 this leadership role in the counseling area has deteriorated to the point where many counselors are chosen based more upon personality than counseling skills, the use of the position has become a reward assignment to a loyal school staff member, and contra to other school systems saw a decrease in counseling personnel and little expansion into the elementary school. This has resulted in low morale among dedicated counselors, greater expectations from school faculties and administrators concerning the role of counseling, and frustration in the eyes of students and parents who perceive counselors as a traditionally accepted school advocate.

In order to address the current perceived deficiencies in the delivery of counseling services to students within the Boston Public Schools it is necessary to be aware of the perception of these services from the varying viewpoints listed below:

1. Students and parents view guidance/counseling as the conduit to answer any educational or community related issues which is not resolved in the classroom.

2. Many teachers and administrators perceive counselors as the mechanism to ensure correct educational placement and someone who has an easy task based upon a "constant one to one situation".

3. Community agencies, to include colleges and businesses, look to counselors as the linkage to students and are usually quite provoked if results are not up to expecations.

To ameliorate and improve the guidance/counseling services in our schools, a Guidance and Counseling Task Force was formed, requests were made, and research conducted, of the guidance/counseling services in the largest school systems in the United States, a review was made of the latest literature on innovative counseling programs, and a survey was conducted of Boston guidance/counseling personnel. The results of this analysis consitituted the need for a Task Force to analyze this situation.

The Task Force discovered that the guidance and counseling program in the Boston Public Schools is designed to be preventive and developmental and that the program is goal-directed to assist students in the development of life skills at each level. However, over the past several years the guidance program has been driven by the budget which has resulted in staff reductions, staff inequities and the elimination of guidance technology services. In addition, decentralization has created a dichotomy in managing citywide programs.

To address these concerns the Task Force recommends the following to ensure that quality guidance services are provided to all students:

- Ensure Coordination of Counseling Services by Redefining the Role of Guidance Counselor
- Equalize the City-wide Guidance Counselor Caseload
- Establish Staffing Guidelines to Ensure Quality Service and Equity
- Revise the Method of Selecting Counselors
- Expand Guidance and Counseling to the Elementary School
- Provide Adequate Counseling Services for Bilingual Students
- Enhance the Role of Guidance Counselor
- Provide Professional Development Training
- Expand the Communication Effort Among Counselors and Parents
- Establish a Computerized Guidance Information Program in Guidance Offices

It is anticipated that this document will be used by all educational professionals who realize the value of guidance counselors in addressing the pressing needs of Boston Public School students both equally and adequately. In succeeding pages are the primary recommendations needed to re-establish the premier position which the guidance counselor movement once had in the Boston Public Schools.

John J. Diggins
Senior Advisor
Guidance & Support Team
Services

RECOMMENDATION #1

TO ENSURE COORDINATION OF COUNSELING SERVICES BY REDEFINING THE ROLE OF GUIDANCE COUNSELORS IN SCHOOLS WHICH DO NOT HAVE A SPECIFIED POSITION TO COORDINATE THESE SERVICES

FACT

There is a variety of staff personal who deliver counseling services in the Boston Public Schools. Guidance counselors, school adjustment counselors, student support coordinators and school psychologists as well as other specialists and teachers, all provide varying functions related to school counseling or psychological services. In addition, there are a great number of human service agencies providing these services to school-aged children in their communities.

The current organization of these school-based services does not meet the needs of the students or their parents due to the lack of clarity of the child advocate's role description. Moreover, other factors prevent all these professionals from communicating with each other such as intinerant vs school based professionals, private agencies requiring third party payments and ancillary groups with a short term agenda.

IMPLEMENTATION RECOMMENDATION

All counseling services in the Boston Public Schools should be coordinated by a full time counselor. This will ensure continuity of effort and avoid conflict in role description among support service delivery personnel. Such a recommendation is appropriate as guidance counselors are school based and service all of the student, while other support personnel are either itinerants in the school or service only specific students, i.e.: Student Support Service Coordinators are funded to counsel only "At Risk Students."

RECOMMENDATION # 2

OBJECTIVE

TO EQUALIZE THE CITY-WIDE GUIDANCE COUNSELOR CASELOAD

FACT

As indicated in the 1991-1992 Boston Public School Guidance Counselor Caseload Report, (Appendix B), there is a large difference in staffing levels. (Boston PREP has one counselor for 125 students while the Burke High School has 1.4 counselors to service 990 students).

IMPLEMENTATION RECOMMENDATION

The city-wide guidance and counseling services must be equalized so that all schools may receive these services on an equal basis. It is therefore necessary that the Senior Advisor for Guidance and Support Team Services be given the authority to recommend the adjustment of these services city-wide to ensure equality. In addition, as discussed in the recommendation on staffing, an acceptable counselor counselee ratio must be maintained by the individual school administrator and not be used as a budget cutting expedient without consultation with the Senior Advisor for Guidance and Support Team Services.

RECOMMENDATION # 3

OBJECTIVE

TO ESTABLISH STAFFING GUIDELINES TO ENSURE QUALITY SERVICE AND EQUITY

FACT*

As of March 1, 1992 the ratio of guidance counselors to counselees in the Boston Public Schools was 381 to 1 as indicated in Appendix B. This caseload is nearly double the counselor/counselee ratios in neighboring communities, i.e.; Cambridge, Medford, Quincy, and Watertown. In addition, the ratio is not even close to the 250 to 1 ratio recommended by the Massachusetts School Counselors Association. Although drug and alcohol abuse, suicide, teen pregnancy, child abuse and dropouts occur in all communities in Massachusetts, there is evidence that economically depressed communities have a greater incidence of all of these problems. A 250 to 1 student to counselor ratio in a suburban community may provide equal access to services, but the same ratio may not begin to address the needs of a poor urban or rural area with a greater incidence of the same problems.

IMPLEMENTATION RECOMMENDATIONS

The guidance counselor ratio guidelines should be modified over a four year period based on a city-wide ratio guideline as follows:

- Phase I - First Year 350:1
- Phase II - Second Year 325:1
- Phase III - Third Year 300:1
- Phase IV - Fourth Year 250:1

*The Massachusetts School Counselors Association recommends a 250 to 1 counsrlor counselee ratio.

RECOMMENDATION # 4

OBJECTIVES

TO REVISE THE METHOD OF SELECTING COUNSELORS

FACT

It is necessary that all monolingual and bilingual guidance counselor positions be filled by qualified and certified staff who are permanently appointed. It is important also that, whenever vacancies occur, a process be in place which both prevents the assignment of uncertified and inexperienced staff on an acting basis and ensures the appointment within a timely fashion of certified and qualified counselors.

A revised screening and rating process is required in order to (1) establish a broader list of qualified candidates, (2) enhance equal opportunity, (3) provide school administrators with the best qualified candidates from which to fill vacancies in accordance with the needs of the students and goals of the school, and (4) best serve the children of Boston.

IMPLEMENTATION RECOMMENDATION

- The Senior Advisor of Guidance and Support Team Services will annually, have a personnel circular published seeking applications from within and without the Boston Public Schools for the following positions:

  Guidance Counselor - Elementary
  Guidance Counselor - Secondary

- An initial screening of applications shall be conducted by the Recruitment and Evaluation Unit of the Office of Personnel which shall generate a list of "eligible candidates."

- A list of candidates by position (i.e. Guidance/Elementary, Guidance/Secondary) shall be established and each list shall remain valid for one calendar year.

- When a vacancy occurs the Senior Advisor for Guidance and Support Team Services will assist the school administrator and present the above list of candidates to the school administrator, and serve as a member of the School Screening/ Selection Committee.

RECOMMENDATION # 5

OBJECTIVES

TO EXPAND GUIDANCE & COUNSELING SERVICES TO THE ELEMENTARY SCHOOLS

FACT

An early intervention effort in the field of counseling should be initiated at the elementary school level to provide a full range of guidance and counseling services. Recent studies have documented that service intervention at an early age prevents problems from developing and, when problems are developing, addresses them at stages when they are more easily resolved. The above is verified by the results of a pilot guidance and counseling program which has been in operation for many years at the Trotter Elementary School.

IMPLEMENTATION RECOMMENDATION

An elementary guidance counselor program be implemented in three phases, utilizing the job description at Appendix C.

- Phase I (1992-1993)
  An elementary guidance counselor program will be budgeted in two elementary schools in each of the three zones, at the discretion of the Zone Superintendents. (The Trotter School position will remain as a separately funded position).
- Phase II (1993-1994)
  Each elementary school projected with student populations exceeding 500 should have one guidance counselor position budgeted.
- Phase III (1994-1995)
  Establish a Student Advisor Program in all other elementary schools and a list of qualified counselors willing to accept split assignments for a full year. The Student Advisor will provide counseling services on a part-time basis and the position would be funded as a teacher position with a half-time teaching load. The student population assigned to this building shall not exceed 450 students. The qualifications for the position should include demonstrated competency in counseling and contemporary child development This position would be responsible for one-to-one and group counseling, for in-service of staff and parents concerning counseling issues, for serving as a liaison to human service agencies working in the respective school and serving as a resource for parents.

RECOMMENDATION # 6

OBJECTIVE

TO PROVIDE ADEQUATE GUIDANCE AND COUNSELING SERVICES FOR BILINGUAL STUDENTS ON A TIMELY BASIS

FACT

Bilingual students currently receive guidance and counseling services by counselors proficient in their respective language and culture, (1991-1992 schedule in Appendix D). The deployment of bilingual guidance counselors to deliver this service is based on an analysis of the projected bilingual population conducted jointly each summer between the Guidance Department and the Bilingual Department.

Once the bilingual counselors are deployed, in compliance with the Lau Plan regulations, the budget for each counselor is transferred to their respective schools. It is difficult to change the counselors assignment during the course of the school year even if a change of student population warrants it.

IMPLEMENTATION RECOMMENDATION

In order to control the deployment of counselors continuously throughout the school year, it is necessary that the budget for the bilingual counselor be allocated to the Senior Advisor for Guidance and Support Team Services. This will allow for re-assignment of bilingual counselors based on changes in student population.

RECOMMENDATION # 7

OBJECTIVE

TO ENHANCE THE PROFESSIONAL ROLE OF GUIDANCE COUNSELORS

FACT

Guidance counselors in the Boston Public Schools operate under a job description (Appendix E). However, specific counseling duties vary from school to school as does the support (typing, etc.). In order to ensure the professional status of guidance counselors it is necessary that they not be assigned inappropriate duties.

IMPLEMENTATION RECOMMENDATION

Every effort must be made by the building administrator to avoid the assignment of unrelated tasks and duties which either prevent and detract the counselor from accomplishing the mission for which he/she was trained and appointed. In addition, guidance and counseling staff should not be assigned responsibility for implementing disciplinary programs and/or procedures.

Building administrators should make every effort to assign clerical assistance to guidance offices in order to relieve the counselor of time comsuming responsibilities not directly related to their role and responsibilities. This clerical assistance might take the form of a part-time or full-time clerk, a student intern, and/or a school volunteer.

Schools will set aside budgeted instructional materials money to fund the purchase of needed audio-visual materials and equipment the purpose of which will be to address career "adolescent" and "at risk" issues. These materials should be shared with the other members of the faculty who might recommend material purchases. The formula should be based on a per capita allowance of one dollar per student specified for the schools guidance program.

RECOMMENDATION # 8

OBJECTIVE

TO PROVIDE TRAINING IN THE AREAS OF DEVELOPMENTAL/ PREVENTIVE COUNSELING, CURRENT URBAN ISSUED, SENSITIVITY TO ETHNIC AND CULTURAL DIFFERENCES, AND CAREER/VOCATIONAL COUNSELING.

FACT

Every other month a professional development conference is held for guidance counselors. The conference is held at a local college or business with the topics developed through a counselors' needs assessment survey. The two school levels, middle and high school, meet on alternative months with the third month consisting of an all staff conference with a generic topic appropriate to both groups.

Most counselors attend the conferences, however there are several counselors who have not attended conferences in years and others who attend periodically. Their lack of attendance may be related to a policy from the school administrator not allowing personnel to leave the school or the reluctance of a counselor to attend.

IMPLEMENTATION RECOMMENDATION

All counselors shall be required to participate in fifteen hours of counseling-related in-service each school year. This in-service shall be developed and implemented by the Senior Advisor; however, if a counselor wishes to enroll at his/her own expense in a counselor related graduate program and apply them to the fifteen hours, such a program must be approved by the Senior Advisor.

In addition all newly-assigned and/or newly-hired counseling staff shall be required to participate in a 3 day orientation and training program. This program will be developed and implemented by the Senior Advisor in consultation with the appropriate building administrators. In addition, each newly assigned guidance counselor will be assigned a mentor from a school in close proximity to assist in their assignment.

RECOMMENDATION # 9

OBJECTIVE

TO EXPAND THE COMMUNICATION EFFORT AND AVAILABILITY OF GUIDANCE COUNSELORS FOR PARENTS AND STUDENTS

FACT

The communication effort with parents and students is difficult due to the transient nature of many families in the Boston area. In addition, most family members are either in school or working which makes contact impossible during the school hours when guidance counselors are working. In order to address the concerns of parents, other means of communication are necessary, at times which are accessible to the parents.

IMPLEMENTATION RECOMMENDATION

- A policy will be developed by the Senior Advisor for Guidance and Support Team Services to allow guidance counselors, on a voluntary basis, with the approval of their school administrator, to work one day per week at hours other than the standard school day.

- An expanded use of Cable-TV announcements.

- A continued effort to supply each Zone Office Parents Committee with an update of important events.

- Continuation of the Summer Dropout Guidance Program to ensure that parents and students may obtain guidance and counseling services during the summer months.

- Counselors assigned to each Zone Office/Parent Center to assist in during the summer months.

RECOMMENDATION # 10

OBJECTIVE

TO ESTABLISH A COMPUTERIZED GUIDANCE INFORMATION PROGRAM WITH THE CAPABILITY OF ACCESSING STUDENT RECORDS

FACT

Guidance counselors spend many hours of time in researching college, career and general information for students. In addition, much time is devoted to interpretating student records to include retrieving, storing and maintaining these records.

Counselors need to have immediate access to the following information:

- Guidance information: 4 and 2 year colleges; vocational/ technical schools; scholarships/financial aid occupations/careers; labor market projections.

- Record management: permanent records; attendance; reports cards; class rank; grade point average; health records.

- Student assignments.

- Individual student inventories or self/career assessment and career planning.

IMPLEMENTATION RECOMMENDATION

All middle and high school guidance offices will have a computer capability which will include a direct tie line to the main computer to access student records and also capable of utilizing computerized guidance information programs. Contact has been made with the BPS Office of Information Systems and at their request an inventory of all existing technological hardware/software in each guidance office has been obtained. It is anticipated that high speed equipment being phased out will be designated for/and installed in all guidance offices.

GUIDANCE ADVANCEMENT PLAN

PURPOSE

The purpose of this report is to increase and improve counseling and support services for all students, including training, augumenting current counseling staff, and to explore new models of counseling and guidance that enlist the help of teachers, administrators and external agencies.

NEED

Like other urban systems, the Boston Public Schools serve an increasing number of students experiencing significant emotional, social, and developmental problems. More and more students come from single-parent families and subsist on incomes at or below the poverty level. The challenge of an urban school system is to help students overcome the disadvantages of poverty and family difficulties and support their continual access to educational opportunities.

The current structure of counseling in most Boston Public Schools cannot fully address the lack of information regarding educational and career opportunities, learning problems, attendance problems failing grades, and the pressure to drop out. What is lacking is a coordinated and fully-staffed system that can deliver in each school a full range of support services in a well-organized, equitable and integrated manner. There is no school-based developmental leadership of the student support staff - guidance counselors, psychologists, pupil adjustment counselors, nurses, and student support coordinators and other social service agencies. As a result, coordination in the delivery of services is problemmatic. In addition, many school based counselors are assigned inappropriate duties and responsibilities within the school which prevent their carrying out those very duties and responsibilities for which they were trained.

RESEARCH

The above situation is not unique to Boston but symptomatic of many guidance and counseling systems throughout the country. As society changes, so too must the role of the counselor in order to meet most effectively the needs of the youth of the present, and to provide services of the highest quality in the future. Counselors must continue to respond to the needs of youth in our dynamic, accelerated, ever-changing world. Guidance and counseling is for ALL students and programs must be developed that reach-out and connect with ALL students regularly and effectively.

Many professional organizations have written position statements, made recommendations, and established task forces, for strengthening school Guidance and Counseling Services The need for more services to ALL students has not gone unnoticed.

1. The American School Counselor Association in 1988 adopted the following definition of School Counselors: "are specifically credentialed professionals who work in school settings with students, parents, educators, and others within the community. They design comprehensive developmental guidance programs to help students acquire skills in the social, personal, educational, and career areas necessary for living in a multicultural society."
2. The National Education Association believes that guidance and counseling services should be integrated into the entire education system, beginning at the pre-kindergarten level. Guidance and Counseling services should be provided through counselor/student ratios that best support students in realizing their full potential in all areas of growth and achievement. (1987)
3. The College Board Report, KEEPING THE OPTIONS OPEN, recommended establishing a comprehensive school guidance plan with a broader and more extensive role for counselors. (October 1986)
4. In 1978 the Massachusetts Department of Education and the Masschusetts School Counselors Association developed a position paper entitled "Guidance and Counseling" which listed the following functions as essential elements in an effective Guidance and Counseling Program.

    a. Guidance and Counseling services should be provided to ALL students, at all levels.
    b. Guidance and Counseling services should be the shared responsibility of not only the professionally certified counselors, but also parents, teachers, administrators, other school personnel, community resource persons and - where appropriate - other students.
    c. Guidance and Counseling services should actively involve parents throughout the school years.
    d. Guidance and Counseling services should organize and draw upon community resources, especially in career counseling. Business, industry, labor, and agency personnel are invaluable resources in aiding students and parents in shaping educational and career choices.
    e. Guidance and Counseling services should provide students and parents with accurate and up-to-date information necessary for educational and career decisions.

5. The Massachusetts Board of Education approved a position paper entitled, "Educating the Whole Student: The School's Role in the Physical, Intellectual, Social, and Emotional Development of Children", which recommends that each school district develop a comprehensive plan to address the social, emotional, and physical needs of all students. (June 1989)

SERVICE DELIVERY MODEL

Obviously, all of the aforementioned functions, conditions, and qualities are still very valid for Guidance and Counseling today. However, given the vast array of issues present in today's society, it is imperative that counselors continue to refine and update practices in order to maintain the highest quality services for ALL students. As the needs of youth increase and change, counselors must seek better, more efficient ways to effectively serve their students. Based on current research the models which offer comprehensive guidance and counseling programs are thought to be the most effective ways to assist students in the natural progression from one stage of development to the next. This approach to guidance and counseling develops self-esteem which equips each individual student with optimal opportunities for developing his/her potential and it also holds the counselor accountable for managing the services.

COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAMS

Counseling programs in the Boston Public Schools require the cooperative efforts of the entire school community in the process of assisting every student as he/she progresses from one developmental stage to the next. It mandates to provide ALL students, K-12, with a comprehensive, responsive, preventive, and proactive guidance and counseling program.

Comprehensive guidance and counseling services allow counselors to expand their roles beyond the traditional role of counselor as "problem solver". Counselors will assume the important roles of facilitator, consultant, and manager, as well as that of professional counselor, dedicated to the personal, social, emotional, educational, and vocational development of ALL students.

In implementing services designed to achieve the goals and objectives of a comprehensive guidance and counseling program, the counselor selects the most appropriate role for the task at hand. For example, to achieve certain objectives, he/she might have to assume the role of manager and/or consultant.

The major roles of the School Counselor are:

AS COUNSELOR

The Counselor as COUNSELOR provides a broad range of opportunities for problem solving and skill development to assist the counselee in developing as a total person, either in individual or small group settings.

AS CONSULTANT

The Counselor as CONSULTANT provides professional expertise to staff, parents, and other members of the community.

AS FACILITATOR

The Counselor as FACILITATOR and Service Broker integrates resources from the school and community to establish a more complete and responsive network of services personal, social, emotional, educational, and vocational development.

AS MANAGER

The Counselor as MANAGER plans, implements, and evaluates the systems necessary for the support, maintainance, and improvement of the comprehensive developmental guidance program.

Guidance counselors are part of the adult support system that helps students achieve academic success, healthy esteem, sensitivity to the needs of others, and the ability to cope with change. In order to provide the best service to children, it is a basic assumption that counselors should spend 100 percent of their time on guidance tasks. The counselors role is defined as providing structured guidance through: responsive services, guidance curriculum, individual planning, and system support. These four program components provide the structure for making judgements about the appropriate allocations of time for counseling.

RESPONSIVE SERVICES

Responsive services consist of activities such as individual or group counseling, implementation of trauma protocol, consultation, and referral to meet the immediate needs and concerns of students. The trained counselor plays a critical role in helping the student with these non-developmental issues. At a minimum, the counselor may serve as an immediate support person and referral agent. It must be noted that the trained school counselor knows how to interface with other service providers, referring to students to other school or community resources when appropriate. These referrals may include: mental health agencies, employment and training programs, vocational rehabilitation, juvenile services, social services, special school programs (special or compensatory education).

GUIDANCE CURRICULUM

The role of the guidance counselor in curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health, and to assist them in the acquisition and use of life skills. The guidance curriculum is implemented through such strategies as:

Classroom Activities

Counselors and teachers, together or separately, teach a guidance curriculum, learning activity or unit in classrooms. This is not limited to one or two subjects but may include activities related to various disciplines. These activities may be conducted in the classroom, guidance center, or other school facility.

Group Guidance Activity

Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the participating students.

INDIVIDUAL PLANNING

Individual planning consists of activities that help students to plan, monitor, and manage their own learning, and personal and career development. Individual planning should include an annual review of each student's educational and career plans. Individual planning is implemented through such stragegies as individual appraisal, individual advisement, placement and follow-up.

SYSTEM SUPPORT AND PROGRAM DEVELOPMENT

This component consists of overall system-wide activities which establish, maintain, and enhance the total guidance program. These activities assume that guidance has been incorporated as a central and essential feature of the school. This role implemented and carried our through such activities as:

Research and Development

Guidance program evaluation, follow-up studies and the continued development and update of guidance learning activities are some examples of the research and development work of a guidance program. Furthermore, as a guidance counselors oversees the progress of students progress of students from year to year, he/she is in a unique position to monitor the effect of school programs and policies on adolescents. Discussions of these observations as well as the results of any formal reseach done on school climate can take place with faculty and administrators with the intent of bringing about improvement in the entire school. In this way, the counselor facilitates changes that are in the best interests of the students and validates his/her role as sutdent advocate.

Staff/Community Relations

This involves orienting staff and the community to the comprehensive guidance program through such means as newsletters, media presentations, for parents and the community, city-wide mailings of printed descriptions of guidance services at each grade level.

Professional Development

Counselors need to be involved regularly in updating their professional knowledge and skills. This involves participation in regular Central Guidance In-Service Training, attendance at professional meetings and work-shops, and membership in professional associations.

CONCLUSION

In a Comprehensive Guidance and Counseling Program, the role of the guidance counselor does not change. Rather, the change that occurs is quite simply the manner in which the counselor organizes his/her time and activities. Thus a perception is developed in the school community of a dynamic office which is at the forefront of all activities within the school and yet accepts the role of a resource manager who is accountable for services delivered.

APPENDIX A

OFFICE OF GUIDANCE AND SUPPORT TEAM SERVICES
26 Court Street, Boston, MA 02108

CHRONOLOGICAL HISTORY OF GUIDANCE

1907-1908	Professor Frank Parsons of Boston University Law School started formal guidance in Boston.
1908-1915	After Parsons death (1908) guidance movement carried on by Harvard University and by civic groups in Boston.
1915	Boston School Committee established Vocational Guidance Department.
1928	Group guidance classes authorized for junior high schools.
1942	One guidance counselor appointed to each senior high school.
1946	First rated list for high school guidance counselors.
1958	National Defense Education Act passed; Title V Guidance and Testing.
1959	Examination for positions in Vocational Guidance Department abolished. All future appointments to be made from rated list of guidance counselors.
1963	First examination held August, 1963, for Guidance Adviser's position.
1963	Guidance Adviser's (13) appointed to Junior High Schools.
1965	Pilot Guidance Program initiated in an elementary school.
1966	400-1 Pupil/Counselor ratio adapted by Boston School Committee.
1967	Name change to Department of Guidance. Assistant Directors (2) authorized.
1977	Department of Guidance changed to Guidance Unit and both Assistant Directors reliminated.
1985	Guidance Unit name changed to Office of Guidance and Support Team Services and placed under a Senior Advisor.

APPENDIX B

BOSTON PUBLIC SCHOOLS

GUIDANCE COUNSELOR CASELOAD

MARCH 1, 1992

SUMMARY

LEVEL	ENROLLMENT	COUNSELORS	RATIO
HIGH SCHOOL	16,622	46.1	361/1
MIDDLE SCHOOL	9,409	25.4	370/1
ELEMENTARY SCHOOL	3,535	6.0	589/1
TOTAL	29,566	77.5	381/1

CENTRAL OFFICE

1 Administrator

BOSTON PUBLIC SCHOOLS

GUIDANCE COUNSELOR CASELOAD

MARCH 1, 1992

HIGH SCHOOLS

SCHOOL	ENROLLMENT	COUNSELORS	RATIO
ANOTHER COURSE TO COLLEGE	152	1.0	152/1
BOSTON LATIN SCHOOL	2,317	4.0	579/1
BOSTON LATIN ACADEMY	1,348	4.0	337/1
BOSTON PREP	125	1.0	125/1
BOSTON TECHNICAL	1,056	4.5*	235/1
BRIGHTON HIGH SCHOOL	1,169	2.4*	487/1
J.E. BURKE	766	1.4*	547/1
CHARLESTOWN HIGH SCHOOL	973	2.6*	347/1
DORCHESTER HIGH SCHOOL	826	2.6*	318/1
EAST BOSTON HIGH SCHOOL	990	1.4*	707/1
ENGLISH HIGH SCHOOL	1,334	5.0*	267/1
HYDE PARK HIGH SCHOOL	874	2.0*	437/1
MADISON PARK HIGH SCHOOL	1,814	7.0	259/1
SNOWDEN INT'L. HIGH SCHOOL	504	1.0	504/1
SOUTH BOSTON HIGH SCHOOL	988	2.2	449/1
WEST ROXBURY HIGH SCHOOL	1,386	4.0*	347/1
TOTAL	16,627	46.1	361/1

*Bilingual counselors included

No guidance counselors budgeted at Boston High School

BOSTON PUBLIC SCHOOLS

GUIDANCE COUNSELOR CASELOAD

MARCH 1, 1992

MIDDLE SCHOOL

SCHOOL	ENROLLMENT	COUNSELORS	RATIO
BARNES, J.H.	896	1.4*	640/1
CLEVELAND, G.	744	2.4*	310/1
CURLEY, M.E.	654	1.8*	363/1
DEARBORN	402	1.0*	402/1
EDISON, T.A.	662	1.8*	414/1
EDWARDS, C.R.	545	2.2*	247/1
IRVING, W.	713	1.2*	594/1
KING, M.L.	452	1.4*	323/1
LEWENBERG, S.	533	1.4*	458/1
LEWIS	257	1.0	257/1
MCCORMACK, J.W.	638	1.4*	458/1
ROGERS, W.B.	514	1.0	514/1
SHAW, R.G.	266	1.0	266/1
TAFT, W.H.	538	1.2*	384/1
THOMPSON, F.V.	315	1.0	315/1
TIMILTY, J.P.	503	1.6*	315/1
WHEATELY, P.	238	1.0	238/1
WILSON, W.	539	1.6*	337/1
TOTAL	9,409	25.4	370/1

*Bilingual counselors included
- Does not include grades 6-8 at Boston Latin School, Boston Latin Academy, Boston Technical and HHORC

- No guidance counselors position budgeted at the P.F. Gavin Middle School

BOSTON PUBLIC SCHOOLS

GUIDANCE COUNSELOR CASELOAD

MARCH 1, 1992

SCHOOL	ENROLLMENT	COUNSELORS	RATIO
AGASSIZ	611	1.0	611/1
BLACKSTONE	630	1.0	630/1
CONDON	587	1.0	587/1
MARSHALL	555	1.0	555/1
QUINCY	665	1.0	665/1
TROTTER	487	1.0	487/1
TOTAL	3,535	6.0	589/1

APPENDIX C
BOSTON PUBLIC SCHOOLS
POSITION DESCRIPTION

TITLE:	Guidance Counselor
RESPONSIBILITY CENTER:	Elementary Schools
FUNCTION CODE:	1120 Direct Services
EXPENSE CODE:	361 Guidance
BARGAINING UNIT:	Boston Teachers Union
SALARY CLASSIFICATION:	Group I, except as provided in BTU Article III, E.8, School Year
REPORTS TO:	Principal
JOB GOALS:	To counsel students in order that they may realize their academic potential and adjust to their social environment.

RESPONSIBILITIES:

1. Counsels groups of students and individual students in career path planning, program and course selection, conflict resolution, job and education opportunities.

2. Coordinates the provision of all counseling and support services available within the School of assignment.

3. Coordinates the activities of Student Support Team (SST) with a view to early intervention in student problems.

4. Initiates, maintains and expands the liaison betwen the school of assignment and external human service agencies in order to establish a full range of support services for students within the school.

5. Establishes and maintains a center for information about BPS courses and programs.

6. Conducts orientation sessions for new students.

7. Guides students to select courses appropriate to their aspirations and abilities.

8. Regularly conducts in-service and support activities for professional staff to provide training in referral and counseling of students, and to provide opportunities to resolve behavioral and academic problems as a team.

9. On referral by the professional staff, counsels students with academic or personal problems and meets with referring teachers to coordinate intervention.

10. Initiates intervention to help students whose academic or attendance records indicate academic or personal difficulties; in cooperation with other staff, provides referral services to internal and external support services.

11. Analyzes student achievement records in light of insight gained through close contact with students, and recommends improvement in school practices to increase student achievement.

12. Assists in maintaining students' cumulative records.

13. Attends professional growth and developmental meetings.

14. Participates in staff administrative activities as appropriate for a faculty member.

15. Performs other counseling related duties as requested by the Principal and in conjunction with the Senior Advisor, Guidance and Support Team Services.

PERFORMANCE CRITERIA:

1. Responsibilities are discharged at least satisfactorily as evidenced by:

    a. Observation indicates that counseling is thorough and effectively delivered.

    b. Schedules and attendance records indicate that all students receive counseling.

    c. In-service plans and observations indicate that all professional staff receive training in counseling which is effective.

    d. Observation of changes in student behavior indicates that small group and individual counseling is effective.

    e. Referral records indicate that students are referred to other internal and external support services as appropriate.

2. Attendance, deportment and performance demonstrate committment to the job.

APPENDIX D
BILINGUAL GUIDANCE COUNSELORS DEPLOYMENT
SEPTEMBER 1991

ASSIGNMENTS	LANGUAGE	COUNSELOR	STUDENTS	TOTAL	TIME
Brighton High	Spanish	Carmen Janda	126		3 days*
Edison Middle			122	248	2 days
English High	Spanish	Margarita Perez	204	204	5 days*
Dorchester High	Spanish	Vicky Magaletta	110		3 days*
Barnes Middle			117	227	2 days
Charlestown High	Spanish	Margarita Torres	97		3 days*
Edwards Middle			**		2 days
Madison Park	Spanish	Ana Bunker	139		3 days*
East Boston High			83	222	2 days
Cleveland Middle	Spanish	Amarillis Garcia	73		2 days*
McCormack Middle			81		2 days
So. Boston High			88	242	1 day
Curley Middle	Spanish	Dominic Avellani	162		4 days*
Irving Middle			75		1 day
Charlestown High	Chinese	Peter Law	213	213	5 days*
Edwards Middle	Chinese	Ada Wong	121		4 days*
Taft Middle			36	157	1 day
Hyde Park High	Haitian	John Barnes	193	193	5 days*
West Roxbury	Haitian	Rachelle LaCombe	182	182	5 days*
Lewenberg Middle	Haitian	Renee George	77		2 days*
Wilson Middle			130	207	3 days
Madison Park	Cape Verdean	Manuel Goncalves	156		3 days*
Burke High			90	246	2 days
Brighton High	Vietnamese	Le Trinh	156		4 days*
Edison Middle			51	207	1 day
Timilty Middle	Spanish	Elsa Montano	131		3 days*
King Middle			117		2 days

* Indicates base school for payroll and attendance purposes.

** Although Spanish students are not on the printout staffing has been provided for Spanish students. Historically, the Cape Verdean students (112) at the Dearborn Middle School and Spanish students (89) at Boston High School have been handled without central staffing.

APPENDIX E
BOSTON PUBLIC SCHOOLS
POSITION DESCRIPTION

TITLE:	Guidance Counselor
RESPONSIBILITY CENTER:	609-675 Secondary Schools
FUNCTION CODE:	1120 Direct Services
EXPENSE CODE:	361 Guidance
BARGAINING UNIT:	BTU
SALARY CLASSIFICATION:	Group I, except as provided in BTU Article III, E.8, School Year
JOB GOAL:	To counsel students in order that they may realize their academic potential and make knowledgeable career decisions.

RESPONSIBILITIES

1. Counsels groups of students and individual students in career path planning, program and course selection, conflict resolution, job and education opportunities, and post secondary education and job application procedures.

2. Establishes and maintains a center for information about BPS courses and programs; post-secondary training and education sources, and job opportunities.

3. Conducts orientation sessions for in-coming ninth graders, and entering upper class students periodically as needed.

4. Guide individual students to select courses appropriate to their aspirations and abilities.

5. Regularly conducts in-service and support activities for professional staff to provide training in referral and counseling of students, and to provide opportunities to resolve behavioral and academic problems as a team.

6. Regularly conducts counseling sessions for groups of students who share similar problems and concerns; encourages peer support and peer counseling.

7. On referral by the professional staff, counsels students with academic or personal problems; meets with referring teachers to coordinate intervention.

8. Initiates intervention to help students whose academic or attendance records indicate academic or personal difficulties; in cooperation with other staff, provides referral services to internal and external support services.

9. Analyzes student achievement records in light of insight gained through close contact with students, and recommends improvement in school practices to increase student achievement.

10. Assists to maintain students' cumulative records.

11. Participates in staff and administrative activities as appropriate for a faculty member.

12. Performs other counseling duties, as requested by the Headmaster in conjunction with the Senior Advisor, Guidance and Support Team Services.

PERFORMANCE CRITERIA

1. Responsibilities are discharged at least satisfactorily as evidenced by:

    a. Observation indicates that counseling is thorough and effectively delivered.

    b. Schedules are attendance records indicate that all students receive counseling.

    c. In-service plans and observations indicate that all professional staff receive training in counseling and referral techniques.

    d. Observation of changes in student behavior indicates that small group and individual counseling is effective.

    e. Referral records indicate that students are referred to other internal and external support services as appropriate.

2. Attendance, deportment and performance demonstrate committment to the job.

BOSTON PUBLIC SCHOOLS
POSITION DESCRIPTION

TITLE:	Guidance Counselor
RESPONSIBILITY CENTER:	504-573 Middle Schools
FUNCTION CODE:	1120 Direct Services
EXPENSE CODE:	361 Guidance
BARGAINING UNIT:	BTU
SALARY CLASSIFICATION:	Group I, except as provided BTU Article III, E.8
TERM:	School Year
REPORTS TO:	Principal
JOB GOAL:	To counsel students in order that they may realize their academic potential.

RESPONSIBILITIES:

1. Conducts group guidance sessions with students focussing on adolescent development, conflict resolution, program and course selection and career paths. Responsiblities include ensuring that students have been informed of the Boston Public Schools' secondary program and the implication of course selection for career development.

2. Regularly conducts in-service and support activities for professional staff to provide training in counseling and referral of students, and to provide opportunities to resolve behavioral problems as a team.

3. Regularly conducts counseling sessions for small groups of students who share similar concerns.

4. On referral by the professional staff, counsels individual students with academic and/or personal problems.

5. Counsels students, parents and professional staff to provide positive intervention in the academic and/or personal problems of students.

6. Conducts orientation for in-coming sixth graders and other entering students.

7. Develops and sustains collaboration between the school and external organizations, and informs students, parents and teachers about the opportunities afforded by the collaboration.

8. Coordinates student applications and processing for acceptance in examination schools.

9. Assists in maintaining students' cumulative records.

10. Participates in staff and administrative activities as appropriate for a faculty member.

11. Performs other counseling related duties as requested by the Principal and in conjunction with the Senior Advisor, Guidance & Support Team Services.

PERFORMANCE CRITERIA:

1. Responsibilities are discharged at least satisfactorily as evidenced by:

   a. Observations indicate that counseling is comprehensive and effectively delivered.

   b. Schedules and attendance records indicate that all students receive guidance counseling each year.

   c. In-service plans and observations indicate that all professional staff receive training in counseling and referral techniques.

   d. Observation of changes in student behavior indicate that small group and individual counseling is effective.

   e. Referral record indicate that students are referred to other internal and external support services as appropriate.

2. Attendance, deportment and performance demonstrate commitment to the job.